

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings described in chapter IV, the writer could conclude this research as follows:

1. The level of conscientiousness personality of students is varied. It was described in table IV. 1, where the highest level was 36, and the lowest one was 23. Mean score and standard deviation of this variable were 30.40 and 3.23.
2. The score of students' English achievement is varied. It was described in table IV. 2, where the highest score was 92, and the lowest one was 70. Mean and standard deviation of this variable were 82.00 and 5.02.
3. From the data analysis that analyzed by using Pearson Product Moment formula through SPSS 16.0, r obtained was 0.612. After comparing r obtained to r table, it found that r obtained is higher than r table. It means that H_0 is rejected and H_a is accepted. In other word, there is a significant correlation between students' conscientiousness personality and their English achievement at the second year students of State Junior High School 4 Kampar.

B. Suggestions

It has been explained that conscientiousness personality has a significant correlation with English achievement at the second year students of State Junior High School 4 kampar. So, it is clear that the change of conscientiousness personality exists in students selves, will affect the achievement they get. And here are some suggestion from the writer:

1. Teacher should pay attention to the students' personality and try to increase the existance of conscientiousness personality in students selves.
2. The students should consider to train themselves well for each facet of conscientiousness (*competence, order, dutifulness, achievement striving, self discipline, and deliberation*) in order to increase their English achievement.
3. Finally, these research findings are also expected to inspire the other researchers to investigate the role of personality (conscientiousness or other personality traits) in English teaching learning process in other point of view to give meaningful inputs for both practical and theoretical development of TEFL in general.